



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4315 N. Maryvale Pkwy., Phoenix, AZ 85031

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Raul Pina Jr.
Schedule : 08:00 AM to 04:00 PM
Grades : 6-8
Web Address : www.cartwright.k12.az.us/schools_atkinson
Phone Number : (623) 691-1700
Fax Number : (623) 691-1720
E-mail : rpina@atki.cartwright.k12.az.us

Mission

The mission of Marc T. Atkinson Middle School and Sixth Grade Center is to educate the whole child in a safe, positive and supportive learning environment. It is our goal for each student to achieve success in his or her life both today and tomorrow.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Curriculum alignment with the Arizona Academic Standards is an ongoing goal. While a curriculum map exists for all contents, assessments and other data will be used to improve programs and monitor alignment with the state standards.
- ü Staff training with a focus on mathematics and literacy across the curriculum. Student assessments, surveys, observations and other data will be used to drive teacher instruction.
- ü Staff development will focus on our English Language Learner population. We will work with current SIOP strategies and techniques to assist these students in their academic classes.
- ü Through in-school and afterschool interventions in mathematics and reading we will remediate students that are falling below or approaching the standards and prepare them to meet the standards in mathematics and reading for the AIMS DPA.

Enrollment

October 1, 2005 School Year Student Enrollment : 1486
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 60

Instructional Programs

- Ü Structured English Immersion Classes
- Ü Many elective classes available
- Ü Honors Classes Organized Into Team
- Ü Special Ed. Classes
- Ü Academic Interventions
- Ü Intersession and Summer School Classes
- Ü Literacy and Math Coaching
- Ü Second Step Bullying Prevention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Our responsibility is to provide a safe and orderly environment for all our students. To educate students academically and socially in order for them to be successful both at the middle school level and into their high school years. To ensure equal educational opportunities for students to achieve their full potential. To provide a high quality of instruction in all content areas. To create an environment that encompasses multiple areas of interest for our students.

Parents

The responsibility of our parents is to partner with the school and assist us in ensuring the success of their child. To ensure their child attends school unless illness or family crisis makes it impossible. To cooperate with teachers in matters involving learning and behavior. To provide for the needs of their children so that school success is not impeded. To be supportive of the school and participate as often as possible in all capacities.

Transportation Policy

Students are transported to and from school per district criteria. Special needs children are bused based on identified needs. Busing is provided for school activities. Students must abide by the rules of conduct to maintain bus privileges.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Won Overall Outstanding Athletic Program Award	2005
Ü Girl's and Boy's Track won Conference Title	2005
Ü Nominated 3 teachers for the Rodel Exemplary Teacher	2004
Ü A mathematics teacher became National Board Certified	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	454	2094	79327	100	100	98	497	500	518	22	24	19	29	25	20	44	44	46	5	7	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	1066	38961	100	100	98	499	502	520	20	21	16	30	27	20	47	45	48	4	7	16
Male	221	1024	40295	100	99	97	496	497	516	24	27	21	29	23	19	42	43	44	6	7	16
African American	19	97	4247	100	99	98	481	490	499	16	23	27	47	36	24	37	40	41	NA	1	8
Hispanic	403	1836	32327	100	100	98	497	499	499	23	25	27	29	25	25	44	44	41	5	7	8
Asian/Pacific Islander	--	10	1939	--	100	99	--	NA	556	--	NA	6	--	NA	10	--	NA	47	--	NA	36
American Indian/Alaskan Native	NC	20	4391	NC	95	96	NC	501	489	NC	10	32	NC	30	27	NC	60	36	NC	NA	4
White	25	130	36373	100	99	98	505	512	538	16	20	10	32	16	14	40	52	52	12	12	25
Students with Disabilities	57	222	9321	100	94	87	469	456	467	35	62	54	42	24	22	23	13	21	NA	1	3
Students without Disabilities	397	1872	70006	100	100	100	501	504	524	20	20	14	27	25	19	47	48	49	6	7	18
Limited English Proficient Students	128	554	9431	100	99	95	473	466	466	41	54	53	35	25	27	23	21	18	1	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	385	1672	37097	99	99	97	496	500	498	22	24	27	29	25	25	45	44	41	4	7	7
Non-Economically Disadvantaged	69	422	42230	100	100	99	504	499	535	20	23	11	29	26	15	39	43	50	12	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	454	2086	79501	100	99	98	472	474	497	17	17	10	39	36	25	43	46	60	1	1	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	1061	39062	100	99	99	476	479	502	12	14	8	42	36	23	44	49	64	2	1	5
Male	221	1021	40368	100	99	98	468	470	491	23	21	13	35	36	27	42	43	57	0	0	3
African American	19	97	4279	100	99	99	461	472	485	11	12	14	63	44	30	26	43	54	NA	NA	2
Hispanic	403	1827	32389	100	99	98	472	473	478	18	18	16	38	37	34	43	45	48	1	1	1
Asian/Pacific Islander	--	10	1936	--	100	99	--	NA	519	--	NA	3	--	NA	14	--	NA	73	--	NA	9
American Indian/Alaskan Native	NC	20	4401	NC	95	96	NC	490	473	NC	15	17	NC	35	40	NC	40	43	NC	10	1
White	25	131	36446	100	100	99	485	492	516	12	11	4	32	27	15	52	61	73	4	2	7
Students with Disabilities	57	214	9411	100	91	88	439	430	453	39	53	36	44	37	36	18	9	26	NA	0	1
Students without Disabilities	397	1872	70090	100	100	100	476	479	502	14	13	7	38	36	24	46	50	65	1	1	5
Limited English Proficient Students	128	545	9401	100	97	94	444	440	443	34	42	40	54	45	46	13	13	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	385	1662	37183	99	98	97	471	474	479	17	17	16	41	37	34	42	46	49	1	1	1
Non-Economically Disadvantaged	69	424	42318	100	100	99	478	477	513	20	17	5	28	34	17	49	47	70	3	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	454	2089	80000	100	100	99	536	541	564	3	3	3	21	18	11	74	75	75	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	233	1064	39288	100	100	99	555	557	579	1	2	2	12	11	6	83	82	77	3	5	16
Male	221	1022	40644	100	99	98	516	524	549	5	5	4	30	26	15	64	68	74	1	2	7
African American	19	95	4307	100	97	99	532	541	551	5	3	4	16	18	13	79	75	75	NA	4	7
Hispanic	403	1834	32672	100	100	99	536	540	548	3	3	4	22	18	14	74	75	76	2	3	6
Asian/Pacific Islander	--	10	1945	--	100	99	--	NA	592	--	NA	1	--	NA	4	--	NA	69	--	NA	25
American Indian/Alaskan Native	NC	18	4424	NC	86	97	NC	552	549	NC	NA	3	NC	17	14	NC	72	77	NC	11	5
White	25	131	36602	100	100	99	531	547	579	4	2	2	20	18	7	68	72	75	8	8	16
Students with Disabilities	57	228	9919	100	97	93	494	480	505	4	7	9	44	54	35	53	39	54	NA	0	2
Students without Disabilities	397	1861	70081	100	100	100	541	547	571	3	3	2	18	14	7	77	79	79	3	4	12
Limited English Proficient Students	128	554	9571	100	99	96	496	491	502	8	10	10	39	38	29	52	52	60	1	0	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	385	1671	37534	99	99	98	538	541	547	2	3	4	22	19	15	75	76	76	2	3	5
Non-Economically Disadvantaged	69	418	42466	100	100	100	525	538	578	9	6	2	19	17	7	68	72	75	4	6	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	516	2024	78546	100	97	97	537	529	543	19	21	15	17	21	18	53	50	52	11	8	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	261	959	38645	100	98	98	541	532	545	14	18	13	15	21	18	59	53	54	11	9	15
Male	255	1064	39792	100	97	97	532	526	542	24	23	17	18	21	17	47	48	50	11	8	15
African American	30	109	4205	100	94	97	519	515	524	17	28	22	33	23	22	47	48	49	3	2	7
Hispanic	453	1744	31177	100	98	97	536	528	524	20	21	22	16	22	23	53	49	48	11	8	7
Asian/Pacific Islander	NC	19	1940	NC	100	99	NC	552	580	NC	5	5	NC	16	9	NC	74	53	NC	5	33
American Indian/Alaskan Native	NC	22	4689	NC	92	95	NC	538	515	NC	14	28	NC	18	25	NC	64	43	NC	5	4
White	23	130	36450	100	96	97	572	554	563	4	9	7	9	17	12	57	58	57	30	15	23
Students with Disabilities	60	204	8093	98	76	82	472	477	489	73	61	50	13	25	24	13	14	23	NA	NA	2
Students without Disabilities	456	1820	70453	100	100	100	545	534	549	12	16	11	17	21	17	58	54	56	13	9	16
Limited English Proficient Students	140	573	9323	99	94	94	495	492	491	49	47	47	23	29	28	27	23	24	1	1	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	413	1493	34694	99	96	96	536	528	524	20	22	23	16	22	23	53	49	48	11	8	7
Non-Economically Disadvantaged	103	531	43852	100	100	99	539	532	559	14	18	10	21	20	13	54	54	56	11	8	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	514	2006	79045	99	96	98	490	490	512	17	15	10	33	37	25	48	46	58	2	2	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	261	958	38860	100	98	98	496	496	519	10	12	7	36	35	22	52	51	62	2	3	8
Male	253	1046	40075	99	95	97	484	484	505	23	18	12	30	39	28	45	42	54	2	1	6
African American	30	109	4250	100	94	98	489	493	500	13	14	12	43	33	31	43	52	54	NA	1	3
Hispanic	451	1726	31314	99	97	98	488	487	493	18	16	16	33	38	34	48	44	48	1	2	2
Asian/Pacific Islander	NC	19	1949	NC	100	99	NC	506	536	NC	5	4	NC	32	15	NC	63	66	NC	NA	15
American Indian/Alaskan Native	NC	22	4719	NC	92	96	NC	504	489	NC	18	15	NC	23	39	NC	55	45	NC	5	2
White	23	130	36730	100	96	98	528	517	532	NA	5	4	22	27	16	61	61	68	17	8	12
Students with Disabilities	58	186	8552	95	69	87	440	448	463	59	48	35	34	39	40	7	12	23	NA	2	1
Students without Disabilities	456	1820	70493	100	100	100	497	494	517	11	12	7	33	37	24	54	50	62	2	2	8
Limited English Proficient Students	139	556	9355	98	92	95	449	451	456	44	41	37	41	46	48	15	13	15	NA	0	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	411	1480	34922	98	95	96	490	488	493	17	16	15	33	38	34	47	44	48	2	2	3
Non-Economically Disadvantaged	103	526	44123	100	100	99	493	495	527	15	12	6	31	35	18	54	51	66	NA	2	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	512	2047	79657	99	98	99	547	543	566	7	7	3	10	13	8	82	80	87	0	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	260	966	39120	99	98	99	565	561	580	4	4	2	3	8	4	92	88	92	1	1	2
Male	252	1079	40423	98	98	98	529	527	553	11	9	5	17	17	12	72	73	83	NA	0	1
African American	30	114	4290	100	98	99	560	554	560	3	1	4	3	15	9	93	84	86	NA	NA	1
Hispanic	450	1761	31642	99	98	99	545	540	552	8	7	5	11	13	11	80	79	84	0	0	0
Asian/Pacific Islander	NC	18	1948	NC	95	99	NC	574	589	NC	NA	1	NC	NA	3	NC	100	91	NC	NA	4
American Indian/Alaskan Native	NC	23	4760	NC	96	97	NC	557	547	NC	4	5	NC	13	14	NC	83	81	NC	NA	0
White	23	131	36929	100	96	99	575	561	579	4	5	2	NA	5	5	96	88	91	NA	2	2
Students with Disabilities	60	230	9069	98	86	92	469	467	508	20	20	11	43	40	30	37	40	58	NA	NA	1
Students without Disabilities	452	1817	70588	99	100	100	558	552	573	6	5	2	6	9	5	88	85	91	0	0	1
Limited English Proficient Students	138	589	9521	97	97	96	487	488	507	22	18	13	25	29	24	53	53	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	410	1513	35341	98	97	97	547	541	551	7	7	5	10	13	12	82	80	83	0	0	0
Non-Economically Disadvantaged	102	534	44316	100	100	100	548	547	578	8	6	2	10	13	5	82	81	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	511	2057	78400	99	98	97	538	536	554	25	29	21	23	23	19	46	43	47	6	5	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	259	1057	38686	99	98	98	540	538	554	24	26	20	23	24	20	49	45	49	5	5	12
Male	252	999	39636	99	97	96	536	533	554	27	32	23	23	22	18	42	40	46	8	6	13
African American	33	115	4193	97	93	97	518	526	533	45	34	32	15	24	23	36	41	40	3	1	5
Hispanic	441	1770	30732	99	98	97	538	535	534	25	30	31	24	23	24	44	42	40	7	5	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	30	4536	NC	100	95	NC	538	528	NC	23	35	NC	30	25	NC	40	37	NC	7	4
White	31	138	37038	100	99	97	562	549	575	6	21	11	19	21	14	71	51	56	3	7	19
Students with Disabilities	53	184	7840	98	77	81	483	489	498	64	66	60	19	18	18	13	15	20	4	1	2
Students without Disabilities	458	1873	70560	99	100	99	544	540	560	21	26	17	23	23	19	49	45	50	7	6	14
Limited English Proficient Students	171	675	8956	99	96	95	503	505	502	48	52	56	32	27	25	19	20	18	1	1	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	395	1460	33014	99	96	95	538	536	534	25	27	31	24	24	24	44	43	40	7	6	5
Non-Economically Disadvantaged	116	597	45386	100	100	99	538	534	569	28	34	15	19	20	15	51	41	52	3	5	18

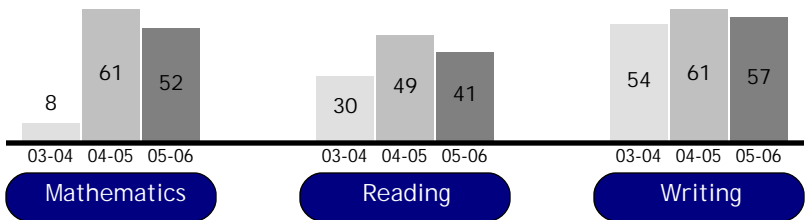
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	511	2064	79179	99	98	98	489	492	519	22	19	11	37	39	27	40	41	58	1	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	259	1065	38974	99	99	99	495	497	524	17	14	8	34	40	25	48	45	61	0	1	5
Male	252	998	40124	99	97	97	482	486	513	27	25	13	40	38	28	33	36	54	1	1	4
African American	33	117	4243	97	95	98	484	491	506	33	17	14	27	37	32	39	46	51	NA	NA	3
Hispanic	441	1779	30987	99	99	98	488	490	498	22	20	17	38	40	36	39	39	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	29	4573	NC	97	96	NC	508	494	NC	NA	16	NC	48	41	NC	52	42	NC	NA	1
White	31	135	37467	100	96	98	509	513	539	6	12	5	35	33	17	58	53	70	NA	3	8
Students with Disabilities	53	192	8567	98	80	88	446	449	467	57	54	39	34	34	38	8	10	22	2	2	1
Students without Disabilities	458	1872	70612	99	100	99	493	496	524	18	15	7	38	40	25	44	44	62	0	1	5
Limited English Proficient Students	171	683	9013	99	97	95	452	460	461	47	40	40	47	48	48	6	11	12	1	0	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	395	1472	33345	99	97	96	489	491	499	21	19	17	38	40	36	40	40	46	1	1	1
Non-Economically Disadvantaged	116	592	45834	100	100	99	489	495	533	24	19	7	34	37	19	42	43	67	NA	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	509	2101	79734	99	100	99	523	528	554	4	5	3	38	33	19	57	62	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	258	1073	39243	99	100	99	536	541	568	2	3	2	29	23	12	69	73	85	NA	0	1
Male	251	1027	40413	98	100	98	509	513	541	6	7	4	48	42	26	45	50	70	1	0	0
African American	33	120	4285	97	98	99	520	531	548	6	4	3	42	29	22	52	67	74	NA	NA	0
Hispanic	440	1805	31254	99	100	99	521	526	539	5	5	5	39	34	25	56	61	70	0	0	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	30	4613	NC	100	97	NC	551	535	NC	NA	4	NC	20	29	NC	80	67	NC	NA	0
White	30	142	37668	100	100	99	546	544	569	NA	4	1	23	25	13	77	70	85	NA	1	1
Students with Disabilities	54	234	8943	100	98	92	467	479	495	11	14	11	74	59	51	11	25	38	4	2	1
Students without Disabilities	455	1867	70791	98	100	100	529	533	561	4	4	2	34	29	15	62	67	83	NA	0	0
Limited English Proficient Students	170	698	9138	99	100	97	486	488	492	11	11	13	62	53	46	27	35	40	1	1	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	396	1496	33718	99	99	97	521	527	538	5	5	5	39	33	26	57	61	69	0	0	0
Non-Economically Disadvantaged	113	605	46016	98	100	100	528	530	567	4	6	2	37	31	14	58	63	84	1	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	NA	56	--	--	40	51	98	39	41	56
	Language	--	--	32	48	--	--	37	47	98	34	35	50
	Mathematics	--	--	51	66	--	--	42	52	98	41	44	58
7	Reading	95	37	NA	54	96	36	38	50	99	37	37	54
	Language	99	40	42	58	96	39	40	52	100	43	41	58
	Mathematics	99	55	51	62	95	40	40	50	100	46	43	54
8	Reading	99	38	NA	55	97	40	39	51	99	37	39	58
	Language	100	30	32	52	97	42	42	50	99	39	41	56
	Mathematics	100	45	45	61	97	51	47	53	99	44	46	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

ü To Improve the Instructional Program
 ü To Improve the Quality of Services
 ü To Encourage Parental Involvement
 ü To Foster a Positive Environment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	78.50
Other Professional Staff	3.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	29	5	0	0
4 to 6 years	4	11	0	0
7 to 9 years	1	8	0	0
10 or more years	2	18	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	188
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

ü Three Computer Labs	ü Outdoor Fields and Basketball Courts
ü Indoor Gym with Four Playing Courts	ü Media Center with Live Broadcast Studio

Extracurricular Activities

ü Soccer, Volleyball, and Cross-country	ü Chorus
ü Basketball, Wrestling, and Cheer	ü Quality Time Clubs
ü Baseball, Softball and Track	ü Intervention
ü Band and Strings	ü Wake Up

Social Services

ü Uniform Drive and Closet	ü Law Related Education (LRE) Classes
ü Support Groups	ü Gateway Drug Prevention Program
ü Jewish Family Services	ü Holiday Food Drives
ü Education Success Program (ESP)	ü Reach Out Healthcare America (Dentistry)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continued progress was made towards alignment of the curriculum with the Arizona State Standards. A curriculum calendar has been developed in Language Arts, Science, Social Studies, and Mathematics.
- ü Progress was made toward achievement in math and literacy. An in-school intervention program in mathematics and literacy has been established. Reading and writing are emphasized across the curriculum.
- ü We have established a Book Room where teachers have access to a variety of leveled readers to help accomodate their students various needs.
- ü Our special education students demonstrated growth on the AIMS DPA test. As a school we significantly increased our scores in the areas of reading and mathematics.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Student uniforms are required. Students and staff wear picture identification cards. Security cameras are used in the halls. A SRO and JPO are assigned to our campus. Students can participate in mediation and individual counseling services through our guidance department. We are implementing a new Anti-Bullying Program this year. We work to develop a community of Blue Knight students and staff that work together and care for one another.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

56

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Site Effectiveness Council	(623) 691-1700
Transportation Policy	Henry Meza	(623) 691-4095
Community Resources	Meri Simmons	(623) 691-4003
School Nutrition Programs	Linda King	(623) 691-1730
Parent Organization	Raul Piña	(623) 691-1700
Student Health/Nurse	Robyn Westover	(623) 691-1715

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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